DOCUMENT RESUME

ED 025 339 RC 002 615

A Guide for Programs for the Education of Migrant Children.
Texas Education Agency, Austin.
Pub Date 68
Note- 64p.
EDRS Price MF-$0.50 HC-$3.30
Descriptors- Ancillary Services, Communication Skills, *Educational Philosophy, Enrichment Programs, *Guidelines, Inservice Teacher Education, Instructional Programs, *Migrant Child Education, Migrant Education, Parent Participation, Preschool Programs, Preservice Education, *Program Descriptions, Program Evaluation, Program Guides, *Spanish Speaking, Teacher Aides
Identifiers- *Texas

Guidelines for programs related to the education of migrant children in Texas are outlined. Topics discussed include philosophy of migrant education, the instructional program, preschool guidelines, guidelines for the Texas Project for the Education of Migrant Children, preparations and planning for preschool teachers and aides, the enrichment program, ancillary services, teacher-teacher aide interpersonal relationship, utilization of the teacher aide, parental involvement, non-verbal communication, inservice training program, and evaluation. The document concludes with recommended eligibility and parental permission forms. (SW)

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RC002615

Texas Education Agency
Austin, Texas

Fall, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A GUIDE

FOR

PROGRAMS FOR THE EDUCATION

OF

MIGRANT CHILDREN

Migrant and Preschool Programs

Texas Education Agency

Austin, Texas

Fall 1968

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act States: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Title I, migrant education program of the Elementary and Secondary Education Act of 1965, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law, and with the rules, regulation and orders thereunder issued by the Secretary and signed by the President published in 45 CFR Part 80 to implement it.

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests, are meaningless unless the student meets the above definition.

PHILOSOPHY OF MIGRANT EDUCATION

PHILOSOPHY OF MIGRANT EDUCATION

The Texas Child Migrant Program is based on the belief that the purpose of our school system is to provide educational opportunities for all children, opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.

As a result of his mobility and his difficulties in the use of English as a second language, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- a program that will help the migrant realize his highest potential, creatively and usefully
- a program that will enable him to take his place in the mainstream of the educational program as soon as he is equipped to function successfully there
- a program that will keep doors of opportunity open for the migrant child, that will not force him through a door he chooses not to enter but will assure him an opportunity for fulfillment beyond the door of his choice.

PHILOSOPHY OF THE INSTRUCTIONAL PROGRAM

PHILOSOPHY OF THE INSTRUCTIONAL PROGRAM

The Texas Child Migrant Program came into being because the regular school program was not meeting the special needs of the migrant child. Therefore, certain desirable changes should take place in the classroom and in administrative policies.

The proposal for effective instructional change is based on the following beliefs.

- In the development of the instructional program, strengths as well as the weaknesses of the migrant child must be considered.
- The program must be related to the child's cultural heritage and to his experiences at home and during migration.
- The program must provide meaningful learning experiences for the socially promoted child, experiences that are appropriate for his chronological age as well as for his achievement level.
- The program must include teaching English as a second language since ninety-five percent of the Texas based migrant children speak Spanish as their first language.
- The program must include adequate help in the development of communication skills, developing fluency in oral English before beginning instruction in reading.
- Wherever possible, consideration should be given to the inclusion of billingual instruction as an integral part of the program.
- The teacher must create an atmosphere of warm acceptance in which the child can experience success.

GUIDELINES FOR THE
TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN

TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN

CLASS ORGANIZATION

Teacher-pupil ratio should be kept as low as possible. At no time should this ratio exceed 1-30. In extended day enrichment programs, this ratio should not exceed 1-15.

A planned, systematic method should be developed in order to assign children to classes. All efforts should be made to avoid great discrepancies in age range or achievement ability within individual classrooms.

For students ready to begin school before beginning date, or staying beyond ending date, holding teachers should be employed to conduct enrichment activities in the six-months schools.

In the six-months projects, longer periods of time should be allocated for each subject area, rather than having a regular one-hour class schedule and adding an extra hour at the end of the day.

If at all possible, each classroom teacher should have an aide.

PROJECT DESIGN

Projects must be designed to meet the special educational needs of migratory children, including the basic needs of food, clothing, health, and transportation to and from school.

FISCAL

Expenditures for equipment should be held as low as possible, and in no instance should exceed $2,000.

All funds approved under this grant shall be expended only for children identified as migrants.

Encumberances and/or expenditures shall not be made before approval date of the original application by the Texas Education Agency. Subsequent encumberances and/or expenditures dependent on an amendment shall not be made before the approval date of the amendment by the Texas Education Agency.

Expenditures for salaries shall not be made before the recipient has actually begun to work in the program.

Verbal approvals for changes in the project should not be accepted. Only a letter from the Texas Education Agency will be valid.

Only those items approved in the application may be purchased. This is especially true of equipment. If changes are desired, they must be made by an approved application, an amendment or by a letter of authorization from the Texas Education Agency.

Obligations incurred by the local education agency for migrant programs must be liquidated by June 30 of the year following the fiscal year in which the project was approved.

Inventories of equipment must be maintained for all purchases temporarily placed on private premises.

PUPIL ACCOUNTING

All schools must have on file auditable data which will identify a child as a migrant according to the definition provided by the United States Office of Education.

TITLE I REGULAR AND LOCAL FUNDS

The Migrant Program, as operated in the Local School District, is not intended to be operated only from Title I Migrant Funds. All Migrant children are eligible to be served under regular Title I Funds if attending an eligible campus. All Migrant Programs should show evidence of Local School District Fund support. This should not be "In-Kind" contributions, but actual assignment of Local Funds to the Migrant Program.

Title I Migrant Funds are to supplement, not to supplant, local and state funds. There are various expenditures that the school district must maintain (i.e. operation of school plant). Such expenditures should not be replaced with Title I Migrant Funds.

COMMUNITY COMMITTEES

It is recommended that the Local Educational Agency establish broad-based committees composed of migrants, growers, representatives of church, civic and social agencies, concerned with migrants or the children of migrants. These committees would serve to advise, assist and/or augment the development of Title I Migrant Amendment Programs.

EVALUATION OF PROJECT

An annual evaluation report according to State Guidelines will be made by each participating district. This includes annual pre-and post-testing of migrant students and of control students if desired by the district with a standardized test. Evaluation is the responsibility of the Local Education Agencies.

LENGTH OF PROJECT

The six-month program shall begin on or about November 1 and end on or about May 15. Each shall include 131 days of classroom instruction.

FOUNDATION PROGRAM

All teachers earned by the average daily attendance of migrant children in the six-month school program must be used in this program to teach migrant children.

TRANSPORTATION

State funds for transportation of migrant children will not be made available without the approval of the School Transportation Section, Texas Education Agency. This applies only to the six-month programs.

Field trips to be paid from Title I ESEA Migrant funds should be computed on the following basis: bus driver's salary plus 35¢ per mile for use of bus.

THE ENRICHMENT PROGRAM

All schools participating in the enrichment program must operate one of the suggested types of programs. Approval to deviate from one of these types of programs must be obtained from Texas Education Agency. (See section on Enrichment Program)

AMENDMENTS

Any project changes approved by a letter from Texas Education Agency must be reflected in subsequent project amendments.

PUPIL INTERSTATE RECORD

All school districts participating in the Child Migrant Program will be expected to cooperate in the Pupil Interstate Record Exchange Project.

PLANT FACILITIES

Maintenance and operation of the school plant shall be a local responsibility. Every effort should be made to provide facilities for migrant children which are equal to those facilities in the schools in the rest of the school district.

THE INSTRUCTIONAL PROGRAM

The development of the instructional program for migrant children is the responsibility of the Local Education Agency. Texas Education Agency personnel are available on request to provide professional and technical assistance to Local Education Agencies in planning, exemplarating and operating programs.

PARENTAL INVOLVEMENT

Many varied activities aimed toward parental involvement and school-home rapport should be developed and implemented. This can be done through home visitation by visiting teachers, social workers, school nurses, and classroom teachers. Efforts to bring parents to school for functions such as plays, public school week, serving as room mothers, P.T.A., and other activities should be made.

MEDICAL SERVICES

Health examinations and follow-up services must be an integral part of any migrant program. Each child new to the project shall be given a complete physical examination by a physician, not just a "screening" test by the school nurse.

All children showing need should be provided medical services by doctors and dentists in order to correct physical inadequacies.

Efforts should be made to provide follow-up services for all medical and dental deficiencies, i.e. tonsillectomy, tooth fillings, etc.

Medical examinations and follow-up allocations shall be computed at $20 per child. This does not imply that any one child cannot receive medical services exceeding $20 on his particular case.

INSTRUCTIONAL MATERIALS

Student consumable and instructional materials (workbooks, pencils, paper, reading material, programmed materials, etc) shall be computed on a maximum allocation of $20 per student.

Instructional materials, supplies, and equipment should be ordered and placed in classrooms in ample time to provide maximum use during the school year.

Classroom teachers should be involved in the selection of instructional materials, consumable materials, and equipment. This is the only way that maximum classroom use of these items can be obtained.

Materials and activities should be suited to the achievement and developmental level of the child. Grade placement by age does not necessarily mean that the grade level and achievement level are the same.

MULTIPLE ADOPTION OF TEXTBOOKS

Only six-month programs operating under the peak load formula are eligible for multiple adoption of textbooks under the migrant program. However, all schools are eligible for the multiple adoption of textbooks as provided by the regular textbook adoption program.

PARENTAL PERMISSION

A Parental Permission Form signed by a parent, or guardian, must be on file for each student participating in the Migrant Program. This form will give the school the parents' permission for their child to participate in the Migrant Program.

IN-SERVICE

All school districts should conduct continuing in-service training for personnel in the migrant program. This could be accomplished by the use of master teachers within the school system, master teachers from other school systems, instructional supervisors, outside consultants, consultants from commercial firms, Regional Educational Service Center consultants, and Texas Education Agency consultants.

ANCILLARY SERVICES

A basis for the allocation of clothing is to be on the need of a child. Clothing purchased should be that which will allow a child to be adequately dressed when he attends school, and can include shoes, socks, underslothing, pants, shirts, sweaters, coats, and caps.

FOOD SERVICES

All migrant students identified as needing food services should be provided a free noon meal. A morning and afternoon snack should be provided also, where needed.

In most instances, a student should not be placed on the free lunch program or the free clothing list without first interviewing a parent in order to determine need. This interview should be conducted by the visiting teacher, classroom teacher, social worker, or school nurse, and should take place in the home of the parent.

SPECIAL EDUCATIONAL PROGRAMS

Special programs of instruction, in addition to the regular school programs should be designed to eliminate the educational weaknesses of migrant children. A specialized educational program may consist of extra services either during the school day, or in an extended school day of approximately one hour.

There will be some students who meet the definition of a migrant child but who do not need the additional aid provided in the special program. These students should be enrolled in the regular school program rather than being placed in the migrant program.

TEACHER-AIDE CONFERENCES

Time should be scheduled to allow teacher-aide conferences. This will allow maximum coordination and utilization of both the teacher and the aide.

PRESCHOOL GUIDELINES

PRESCHOOL GUIDELINES

The Project is limited to five (5)-and six (6)-year old migrant children who will enter the first grade during the following school year.

Teachers and aides will be employed for nine (9) months on the Local School District Salary Scale.

Classes can be held for up to nine (9) months. Classes may begin with a minimum of seven (7) students, and built to a maximum of twenty (20) students. The procedure will probably be reversed during the latter part of the Spring semester.

During the time that preschool teachers and aides are not teaching, i.e., during September and May, they should be engaged in duties as outlined in the Guidelines for Migrant Education in Texas.

The Preschool Program should be operated on a primary grade level schedule. This is usually from 8:30 a.m. to 2:30 p.m.

The purpose of the program is to provide experiences in perception, in concept development and in the use of oral English. The purpose is to prepare the children for entry into first grade and not to give a reading readiness program.

All efforts should be made to enroll twenty (20) migrant children in each unit. If the maximum cannot be enrolled, English speaking non-migrant five (5) year old children should be allowed to participate. In no way can non-migrant children be enrolled if migrant children desire to enter the Preschool Program. The non-migrants may be enrolled only after the peak enrollment date has past. This date for most school districts will fall after January 1.

PREPARATIONS AND PLANNING FOR PRESCHOOL TEACHERS AND AIDES

PREPARATIONS AND PLANNING FOR PRESCHOOL TEACHERS AND AIDES

I. Checking and Studying Professional Literature on Preschoolers

II. Setting Goals

1II. Planning for Evaluation

IV. In-depth Planning with the Aide

V. Planning Curriculum -- Units and Daily Lessons

A. Language

1. How will it be introduced
2. What will be covered
3. What materials will be used

B. Arithmetic Unit

1. What concepts are to be established
2. Steps leading to concepts
3. What materials will be needed

C. Science Units and Science Center

1. Plans for location of center
2. Selection of animals
3. Plans for seasons of year
4. Selection of plants and seeds
5. Plans for simple experiments

D. Social Studies

1. What will be covered
2. What materials are needed

3. When and how

E. Art

F. Music

G. Literature

H. Physical Education

I. Plans for developing self-concept

VI. Consulting with Other Preschool Teachers or with Supervisor

VII. Attending Workshops and In-Service Training (both teacher and aide)

VIII. Recruiting Students

IX. Plans for Home Visitation

X. Plans for Field Trips

A. Contacting resource people to come to school

B. Approval for field trips

C. Preparing permission forms

D. Some possibility for trips

1. A walk around the school

2. Visit around town

3. Visit to fire station

4. Visit to park

5. Visit to airport

6. Visit to supermarket

XI. Developing Folders for Each Child

A. Samples of child's work

B. Inventory list

C. Evaluation Information

XII. Preparing Inventory of New Materials

XIII. Use of Tape Recorder

A. Taping stories that will tie in with units to be introduced

B. Familiarizing themselves with songs and music before presentation to class

XIV. Selection of Pictures

A. Laminating

B. Framing

C. Pictures that tie in with lessons

D. Use in story telling

E. Use in conversation

F. Use in oral language

XV. Checking Art Supplies

A. Cutting paper

B. Separating modeling clay

C. Separating large crayons into groups

D. Brushes

E. Scissors

F. Box of odds and ends

XVI. Arranging Room

A. Checking all utilities

B. Checking to see that furniture is washed and waxed

C. Repairing broken toys -- painting

D. Doll clothes, washed and ironed

E. Checking lighting

F. Selecting shelves for children

G. Hooks for coats

H. Arranging room into work centers, leaving enough room for play

I. Checking lavatories

J. Checking for paper towels

K. Checking storage space (arrange materials)

L. Checking for bulletin boards

XVII. Checking Outside Playground

XVIII. Utilizing Materials and Equipment

A. Becoming acquainted with audio-visuals

B. Researching materials available in school

ENRICHMENT PROGRAM

ENRICHMENT PROGRAM

The Texas Project for the Education of Migrant Children provides funds for special programs and services for children who have moved with their families from one school district to another in order that a parent or other member of their immediate family might secure employment in agriculture or in related food processing activities. These funds are granted to the State by the Elementary and Secondary Education Act. The State makes funds available to various school districts that identify high concentrations of migrant children so that those schools can conduct programs which will meet the special needs of the migrant children.

Once a grant to the local school district is made, it is the responsibility of the school district to provide special programs for migrant children. These programs must be designed within the frame work of the guidelines as formulated by the Elementary and Secondary Education Act, the United States Office of Education, and Texas Education Agency.

The development of a program should be based on the special needs of migrant children as determined by each individual school district. The needs of the migrant children are many and varying, depending on differing migration patterns and differing strengths and weaknesses of individual schools. The determination of needs is the initial step in any planning process; therefore, the importance cannot be over-emphasized.

Various sources of information should be employed in the final determination of needs. Suggested sources are:

- Teacher observation
- Test results
- Diagnostic testing
- Cumulative and transfer records
- Ancillary staff and community health and welfare staff reports and consultation

School districts that have been in the program in the past have used these sources to establish programs, but prior to the development of a new program each year, a school district should evaluate the program the preceding year and make revisions according to the current information.

The next step in developing a program is to establish objectives for the program. The objectives should be based upon the needs as determined and the program should be designed to fulfill these needs. These objectives should be specific, for they will not only determine the direction of the program, but will be the basis for the evaluation of the program at its conclusion.

The school district should then survey all local resources, including the strengths, weaknesses, and special training of individual staff members, when developing special academic programs. Civic organizations should be contacted to determine what assistance can be solicited from them, especially in providing medical follow-ups. Available facilities must be considered when a school district is planning to expand programs, and each district should develop programs that utilize as many local resources as possible in conjunction with Title I Amendment Funds.

A program developed by a local school district should conform to the framework of the following structures. Each school district should select the structure that will best help fulfill its objectives. The structures are presented in two sections, the Recommended Structures and the Alternate Structures. It is recommended that school districts select one of the "Recommended Structures."

Recommended Structures

I. Regular Day -- Extended Day

The migrant children attend school during the regular day as do non-migrant children. The migrant children are enrolled in the regular classrooms with non-migrant children and participate in all regular school day activities. During the regular day, ancillary services are provided for migrants as needed, but otherwise, the school day is the same for all children.

At the end of the regular school day, an extended period of one to one and a half hours of instruction is provided for the migrant children. This time should be devoted primarily to oral language development because it is recognized that lack of verbal fluency in English is the primary obstacle to the migrant child's success in school. This extra time is not to be "more of the same" of what is done during the regular day, but the activities should be different and interesting with no work being done in a basal text. The children should enjoy this time and should be provided with new and different opportunities for language development.

The pupil teacher ratio during this extended day should not exceed the ratio of fifteen (15) to one (1). Provisions should be made to assure that the extended day activities will not be the same as regular day activities. It is also not necessary to maintain a grade level distinction in the make-up of the classrooms.

II. Regular Day -- Extra Services During Day -- Extended Day

As in the previous structure, the migrant children are enrolled in classes with the non-migrant children. During the regular school day special personnel are employed to provide extra services in those areas identified as the special needs of migrant children. Special teachers can be employed to provide remedial work in academic areas where children have been found to need remediation. The pupil teacher ratio in these special classes should never exceed a ratio of twelve (12) to one (1). The schedule shall be such that when the children are in a remedial class they should not be missing another academic subject. A remedial language arts teacher may be placed in a special, appropriately equipped classroom to give special instruction to small groups of children. Other special personnel who are adept in mathematics, physical education, music, and art may be provided depending on the special needs of the children.

Extended day activities are provided for the migrant children as in the previous structure.

III. Regular Day -- Extra Services During Day -- No Extended Day

As in the previous structure, migrant children enrolled in regular classes with non-migrant children, and extra services are provided during

the regular school day. This structure does not include extended day activities.

Alternate Structures

I. Self-Contained Migrant Classrooms (ungraded) -- Extended Day

Separate classrooms that contain only migrant children are provided on a self-contained basis. The pupil teacher ratio of these classes shall not exceed a ratio of thirty (30) to one (1), and it is recommended that each of these classes have a full-time teacher aide.

The recommended organizational structure of these classes is that of non-graded. The selection of this structure would necessitate a change of the organizational pattern of the entire school. Non-graded classes cannot be taught in isolation because of the necessity for fluid movement of children from level to level. The rigidity of the graded structure has made it difficult for migrant children to achieve success. The textbooks are often above their reading level and the pupils do not have the language background to comprehend or express the concepts presented. The attendance pattern of the children is another factor that makes it difficult for them to be fitted into this rigid structure.

The non-graded structure allows teachers to cope with the individual differences of children and to deal more effectively with the various problems of the migrant child. Children are able to maintain continuous progress at their respective levels without prearranged stop-and-go barriers of grades. The flexible grouping allows the classroom to be organized around achievement, interest, and work study skill groups simultaneously. The stigma of non-promotion is eliminated, and this

allows each child to experience success. Scope and sequence of the curriculum is easier to maintain with each child because the material is presented on the child's level.

The terminology of the graded structure is eliminated as far as children, teachers, and parents are concerned. Individual classes may be referred to as levels. For example, levels 1 through 18 may be equivalent to grades 1 through 6 in the graded structure. When a child completes level 18 in the non-graded structure, he has completed sixth grade work. Classes also could be referred to by the teacher's name rather than by grade or by level. This completely does away with the terminology of grades, and eliminates any stigma related to the graded structure.

Children achieve at varying rates in the different subject matter areas; therefore, classrooms will need to have several levels of instruction in these areas. Within a class, one child may be achieving on level three in reading and level five in mathematics, where another child may be achieving on level four in reading and level three in mathematics. To individualize instruction in this class, there would need to be levels three, four, and five in reading and mathematics.

The non-graded structure also allows greater flexibility for vertical movement of children. Children do not necessarily have to remain with the same teacher or in a certain level for the entire year. A child who progresses rapidly through the material of a certain level, may proceed to the next level automatically. If this level is not taught in his present classroom, he may be moved to a different

classroom and a different teacher. Children may move anytime they have completed the prescribed level of work, but such movement necessitates comprehensive record keeping and communication by teachers.

Various factors should be involved in initially placing children in classes. The ability in language arts is the criterion that is given the greatest consideration when placing children in a non-graded structure. Other criteria to be considered are mathematics achievement, special interests, strengths of individual teachers, and other aspects schools feel are important. The age of children should be taken into consideration, but it is not necessary that classes be confined to a specific narrow age group. It is important that the age differential not be too great, and that younger children <u>not</u> be placed with older children. Age variations can range two and one-half years, depending on the physical and mental maturity of the individual child and that of the children with whom he is to be placed.

The grading of children should be based on several factors. The primary consideration should be the child's progress as compared to his potential. Both teacher made tests and standardized tests may be used to determine progress. Also, consideration should be given to the child's progress as compared to his classmates and the child's progress as compared to the normal progress of children of his own age level. No child should receive a failing grade. He should progress, and if he does not, the teacher should evaluate the material or the method used, to assure that the materials are appropriate for the child. No child is ever retained. He remains in a level until he has successfully completed it and then moves on. The stigma of failure, which these children all too

frequently experience, is eliminated when the children experience success moving from one level to another. Extended day services are provided for these migrant children as in Recommended Structures I and II.

III. Self-Contained Migrant Classrooms (ungraded) -- Extended Day -- Special Services During Day

The structure of the classrooms is the same as Alternate Program I and also has the extended period.

Special services during the day are provided for migrant children on the same basis is in Recommended Structure II. This type of program is the strongest of all alternate programs because of the extra time and special services provided for the children.

IV. Self-Contained Migrant Classrooms (ungraded) -- Special Services During the Day.

This structure is the same as the previous one except that no extended class time is provided.

ANCILLARY SERVICES

ANCILLARY SERVICES

Ancillary Services are of vital concern to the success of a migrant program. Economic and health deficiencies are factors causing many of the existing educational problems of the migrant students. The psychological effect caused by poverty is another detrimental factor. Therefore, the primary objective, to educate the migrant child and develop his potentials to the maximum, depends upon the use of ancillary services needed by the children.

One of the leading problems that schools encounter with economically deprived students is the high incidence of illnesses which affect a student's achievement performance. A good food program should be provided because research has shown that malnutrition is an influential factor which hinders the learning processes, thereby causing many failures in school. Physical examinations should be given early in the school year to detect and eliminate hindering health problems. Qualified personnel, such as medical doctors, dentists, registered nurses, and others should be employed to provide these needed health services.

Poor clothing and unkempt appearances tend to give the child a feeling of shame and inferiority. For the students who are in need, proper clothing should be provided to help alleviate some of these feelings.

Equally important is the need to establish a strong home-school relationship. The social worker and visiting teacher should coordinate their efforts in the interest of the child, school, and home. Making

home visitations at the beginning of the program will establish a better understanding with a stronger resultant working relationship between home and school. Through geniune and sincere interest in the problems of the student, the personnel involved in ancillary services will obtain the parents assistance to help reduce truancy and behavioral problems and to improve the child's attitude and achievement.

TEACHER-TEACHER AIDE INTERPERSONAL RELATIONSHIP

TEACHER-TEACHER AIDE INTERPERSONAL RELATIONSHIP

Teachers' and teacher aides should have an understanding of their roles in the education of the migrant child. It is essential for the teacher and the aide to develop a harmonious working relationship in order that their tasks be successfully accomplished. It is necessary for teacher and teacher aide to respect the rights of each other, as leader and as paraprofessional, in order that valuable rapport be established.

The role of an aide is one of helping the teacher with the children's process of personal development. This role involves a positive attitude toward the worth of the individual that will permeate all interactions with children. The teacher and the aide must work and plan together in order to obtain a better understanding of the cultural background of the children and the problems that persist in the school. While planning the daily classroom schedule, the teacher must encourage the aide to help find new workable techniques that will enhance the instructional program. This can be done by daily meetings in which the teacher explains the goals and objectives of the lesson to the aide.

The teacher and aide should be aware of their roles as well as being cognizant of each other's responsibility. In working with the teacher, the aide must remember that the teacher is in charge of the classroom; therefore, he should be able to follow directions and to accept constructive criticisms but the aide should be given some opportunity to show initiative and offer suggestions in the performance of

duties. He should realize, however, that the teacher must make the final descisions.

School-community relations can be strengthened when the teacher and the aide gain support for the school by helping parents and other citizens understand the objectives and activities of the migrant school program. Many people who would not listen to teachers will listen to aides because of the closer rapport between the aide and the community. Aides are in a unique position to serve as a link in establishing better communications between the school and the community. As paraprofessionals they are closely allied with the professional personnel; as citizens of the community they are closely allied with other members of the community. Frequently the aide, with help of the teacher, is able to gain the trust of parents and change hostile parents into enthusiastic supporters of the school program by working with them informally.

The aide should keep in mind that the principal is administratively responsible for the school. If problems arise between aides and teacher, they should be discussed with the teacher before being presented to the principal. A high standard of ethics should always prevail in and outside the classroom between teacher and teacher aide.

The teacher should always provide the teacher aide with every opportunity for professional growth. Specific suggestions for professional growth should include:

- Observing the teacher in the classroom
- Reading literature on child development, on the disadvantaged child, and other topics related to his work

- **Attending in-service education programs specifically designed for aides**
- **Attending college programs specifically designed for aides**
- **Taking regular college courses**

SUGGESTIONS FOR UTILIZATION OF THE TEACHER-AIDE

It should be noted that a teacher aide should at all times be under the direct supervision of a certified teacher. It is important that the teacher aide not be utilized as a substitute teacher unless such person is qualified and as such should receive full substitute teacher pay.

SUGGESTIONS FOR UTILIZATION OF THE TEACHER-AIDE

I. Semi-Instructional

- Daily conferences with teacher
- Supervise seatwork
- Supervise free reading
- Read stories aloud to groups or individuals
- Listen to oral reading
- Mark papers with aid of key
- Aid in drills
- Help students to understand directions in study books, study helps, and other books or papers
- Review previously taught skills
- Set up and help supervise listening stations
- Supervise group activity at chalk board
- Instruct children on proper use and safe handling of tools
- Help students with make-up work
- Assist substitute teacher
- Collect and return assignments
- Help supervise directed play activities
- Drill children who need additional practice after the teacher has established a pattern structure
- Give individual help to student at request of teacher
- Work with small groups to emphasize or establish skills taught previously by the classroom teacher

II. Clerical Duties

- Compile material in permanent folder

- Post grades on permanent record cards, grade books, and report cards
- Maintain a folder of representative work for each pupil
- Type stencils and master carbons
- Operate duplicating machine
- Distribute supplies
- Distribute notices
- Inventory of classroom textbooks and library books
- Order supplies
- Write assignments on board
- Collect lunch money, P.T.A. dues, picture money, Red Cross money, etc.
- Check roll

III. Monitorial Duties

- Supervise clean up time
- Operate duplicating machine
- Operate audio-visual equipment
- Set up and dismantle displays and demonstrations
- Keep equipment and materials clean and in operating condition
- Preparing charts
- Cafeteria supervision and assistance of students
- Playground supervision
- Bus supervision under director of teacher
- Small group supervision
- Hall and campus duty
- Supervise rest periods and rest activities
- Help children arrange bulletin boards

IV. Routine

- Room health check: hair, hands, fingernails, etc.
- Help students with wraps
- Assist in processing students for visual, hearing, and dental screening and innoculations
- Run errands

PARENTAL INVOLVEMENT

PARENTAL INVOLVEMENT

Parental involvement in the school program is extremely important to the effectiveness of the educational program in meeting the needs of children. Migratory parents must be helped to realize that they need to support the school in its effort to educate their children. Finding ways and means to educate these children needs to become a challenge to the parents just as it is to the personnel. Not only should the goals of parents for their children complement those of the school, but the goals of both of these basic institutions which are exerting such a tremendous influence on the development of the child should reinforce each other. The primary responsibility for initiating good relations between the school and the home rests with the school personnel, however the parents, too, must become interested, cooperative citizens. Attitudes are improved and understanding is increased as a result of informed interaction among the children, their parents, and school personnel. The school must be concerned with

- Developing among migratory parents positive attitudes toward the school
- Changing the educational philosophy of despairing migratory parents and in helping them to take a more active interest in the education of their children
- Helping to create a more desirable relationship between parents and teacher
- Bringing the thinking of the community to bear upon the problems of the school.

Suggested guidelines for involving parents of the disadvantaged children in the school program are:

1. Principals, counselors, nurses, visiting teachers and classroom teachers must combine their efforts to help these parents develop an interest in the education of their children.
2. Community groups and concerned school patrons can use their influence to help get indifferent parents interested in their children.
3. Home visitations can be very helpful in establishing rapport with the migrant community. Preparations have to be made prior to making home visits. It is well to remember that home visits can be invaluable in establishing good relationships between parents and the school, but if not carefully planned they may further alienate the parents.
4. Small group meetings should be held for these parents because they are unresponsive to the usual invitations to visit the school or to attend a Parent-Teacher Meeting.

A. There has to be an immediate value to be gained from attending the meeting such as:

   1. Sewing or cooking hints for the women
   2. Carpentry or athletics for the men
   3. Discussion groups planned by the members
   4. Other "doing" projects

B. Official leaders should be able to disseminate valuable information in a tactful manner acceptable to the group.

C. School officials furnish guidance to the groups, but effort should be made to keep their own participation to a minimum.

D. Encourage group participation in all activities.

E. Use leadership from within the group as much as possible.

F. Selection of membership for the group will depend upon objectives.

Some parents work and they are unable to visit the school during school hours. Therefore, we must consider parental involvement as embracing more than parental participation in the school program or visitation to the school. Parental involvement must include ways of showing parents how to help their children at home. For example, parents should understand the importance of:

- Taking time at home to have their children relate their school experiences
- Expressing an interest in their children's progress in school
- Having their children attend school every day
- Encouraging their children to spend more time studying at home and at after-school study centers.

The success of a program for parental involvement depends greatly upon the personalities of the school staff working in the program. The staff members should be knowledgeable in human relations. It is important to remember that they are all different. Just as teachers are expected to allow for individual differences in planning an educational program for students, it is essential to allow for individual differences in working with parents. It should be remembered to extend to all parents a sincere welcome, help them to feel important, and let them know their help is needed.

NON-VERBAL COMMUNICATION

NON-VERBAL COMMUNICATION

A major aim of the Migrant Child Program is to equip the child with the skills he needs to communicate effectively. It is important to realize that although most children communicate verbally many find it easier to express themselves non-verbally in such socially acceptable forms as facial expressions, art, music, dance and drama. At times the child chooses socially unacceptable forms such as temper outbursts, crying and misbehavior. The teacher must be alert in observing and interpreting each form of non-verbal communication. Through his sensitivity he is able to understand the child and help him understand himself.

The effective teacher provides opportunities for the child to use a variety of expressions. Through sensitivity he helps the child understand the actions that are undersirable. Such acceptance allows the child to feel that he himself is a unique individual, of value and worth both to his teacher and to his peers. The sensitive teacher observes body movements, physical gestures, and emotional reactions and adapts the classroom procedures accordingly. He realizes that the child, like himself, feels, reacts, and understands within the framework of his past experiences.

The sensitive teacher realizes also that his non-verbal communication--his physical movements, his facial expressions, and his eyes or his touch--can help the child feel secure and accepted.

The teacher's success depends upon his ability to communicate with the child as well as the child's ability to communicate with him. His sensitivity to the child's present needs, feelings and aspirations is the foundation for the child's educational and personal growth.

SUGGESTIONS FOR AN IN-SERVICE TRAINING PROGRAM

SUGGESTIONS FOR AN IN-SERVICE TRAINING PROGRAM

Teacher understanding of the Spanish-speaking child and his culture varies greatly. Some teachers have been teaching Spanish-speaking children for many years, whereas other teachers are teaching these children for the first time. A portion of the teachers are native Spanish-speakers while others are native English-speakers who have studied the Spanish language and lived among the people. Yet others come from a traditional Anglo background and have a limited understanding of the migrant child, his language, and his culture.

The majority of the teachers have been trained in traditional programs of teacher education at the college level. Very few have had additional training in identifying and meeting the special needs of migrant children. Therefore, it is important that In-Service Training Programs be developed to strengthen prrsonnel and improve program effectiveness.

Suggested topics for in-service programs are:

- Understanding the Spanish-speaking child and his culture.
- Linguistics and how it applies in the day to day teaching of English as a second language.
- How to teach English as a second language by using substitution drills, directed dialogs, question responses, transformational grammar, and vocabulary development.
- How to develop culmination tests.
- Using linguistics in teaching structured and creative writing.
- How to illustrate linguistic concepts.
- Teaching English as a second language from content areas.

- How to utilize stories, music, art, games, and physical education to develop oral language.
- Identifying problems in English intonation, pitch, and juncture encountered by Spanish-speaking students.
- How to adapt existing materials to the teaching of English as a second language.
- Use of Audio-Visual equipment
- Developing teacher made materials that will provide a sequential learning situation for the child.
- How to evaluate students' progress in English as a second language.
- Developing new methods and techniques for teaching Spanish-speaking children.
- Teacher attitude
- Other areas of need

In-service training programs should be planned with a definite purpose or meaning for the persons who are to participate. They should follow some sequential order and should be scheduled periodically, taking into consideration the responsibilities and the time of the persons who are to attend. It is suggested that schools schedule in-service training programs in such manner that participants not always be asked to give of their own time to attend these sessions. A general directive may possibly be to schedule the programs in such a manner that at least half the session would be during the regular working hours.

In staffing an in-service training program, the following resources are suggested:

- Trained and qualified local personnel.
- Education Service Center personnel.

- Texas Education Agency consultants.
- College and university personnel.
- Qualified personnel from other school systems.

EVALUATION PLAN

EVALUATION PLAN
TEXAS PROGRAM FOR THE EDUCATION OF MIGRANT CHILDREN
FISCAL YEAR 1969

The evaluation of programs for migratory children will be shared by participating school districts and the Texas Education Agency.

RESPONSIBILITIES

Local School District - Each school district participating in the programs will make an evaluation and file an annual report with the Texas Education Agency. The evaluation plan used by the district should include

a. Evidences of change in academic performance as measured by
   1. standardized achievement tests administered at the beginning and end of the school year
   2. performance on teacher-made tests
   3. teacher ratings of performance

B. Evidence of changes of affective behavior as measured by
   1. informal observations
   2. anecdotal records
   3. standardized instruments
   4. self-reports and ratings

C. Evidence of changes in social behavior as measured by
   1. informal observations
   2. participation in school activities
   3. sociometric instruments

D. Evidence of changes in physical growth and development as measured by:
   1. physical fitness tests

2. growth patterns

3. incidence and nature of health problems

E. Evidence of changes in over-all school behavior as measured by

1. attendance patterns

2. age-grade distributions

3. dropout data

4. patterns of migration

F. Examples of successful practices, materials, or curriculum.

Texas Education Agency - The Evaluation Section of the Division of Assessment and Evaluation will assume responsibility for coordinating the evaluation effort. The staff shall:

A. Assist local school districts in designing, implementing, and reporting their evaluation.

B. Compile reports from the participating local school districts into a state evaluation report.

C. Compile and disseminate examples of successful programs, methods, or materials.

ELIGIBILITY FORMS

_____ Public Schools

Certificate of Pupil Eligibility
Texas Project for the Education of Migrant Children
School Year _____

Name of child: _____
Last First Middle

Birth date: _____ Age September 1st: _____
Month Day Year

Grade: _____

I certify that the above named child moved with me to _____,
City

_____, between September 1, 1967 and August 31, 1968
State

while I was employed in agriculture or a related food processing activity.

_____
Signature of Parent or Guardian

_____
Street Address

_____
Date

Certificado de Participacion

Nombre del estudiante _____
Apellido Nombre

Fecha de nacimiento _____ Edad (1re de Septiembre) ___
Mes Día Año

Grado _____

Certifico que el (la) estudiante en referencia me acompano a _____
ciudad

_____, entre las fechas del 1 de Septiembre de 1967 y
estado

el 31 de Agosto de 1968 mientras que yo trabajaba en agricultura o trabajos relacionados.

_____
Nombre de padre o guardian

_____
Domicilio

_____
Fecha

PARENT PERMISSION FORMS

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

My son / daughter _____ who is in the _____ grade has my permission to attend the _____ Migrant School this school year of 1968-69.
Name of School

We were given the opportunity of sending our child to the regular nine month program or to the special six month program of the Texas Project for the Education of Migrant Children. I understand he (she) will attend classes which are exclusively for migrant children.

_____
Signature of Parent

_____
Date

Doy permiso a mi hijo / hija _____ del _____ grado para assister a las classes en la escuela _____
Escuela

durante el ano escolar 1968-69. En vez del programa regular de nueve meses hemos escogido matricularlo en el programa especial de seis meses auspiciado por el Projecto de Texas para Educar los Ninos Migrantes. Entendemos que el programa sera exclusivamente para ninos migrantes.

_____
Firma

_____
Fecha

(ENRICHMENT)

TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

My son / daughter _____ who is in _____ grade has my permission to attend the special classes and activities of the Texas Project for the Education of Migrant Children at the _____ _____school. The program was explained to me and I choose to register him.

_____
Signature

_____
Date

Doy permiso a mi hijo / hija _____ del _____ grado para asister a las clases y actividades espiciales del Projecto de Texas para Educar los Ninos Migrantes. Me explicaron el programa y accepto matricularlo.

_____
Firma

_____
Fecha